

EFFECT OF SCHOOL ADMINISTRATION AT ENSURING CONDUCTIVE LEARNING ENVIRONMENT IN SELECTED SSECONDARY SCHOOLS IN GIREI LOCAL GOVERNMENT AREA OF ADAMAWA STATE

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Abstract

This study is aimed at investigating the effects of school administration at ensuring conducive learning environment in selected secondary schools in Girei local government area of Adamawa State. Four research questions were formulated in line with the objectives of this research. In each of the five schools selected, for the study, twenty teachers and students were randomly selected for each, which implied that one hundred respondents were represented. Still camera and questionnaire were used to collect and analyze the data using simple percentage. The result indicates that government does not provide funds to the schools at the appropriate time. Recommendations were also proffered, prominent among them is the need for Government and other education stakeholders to make concerted efforts to provide adequate classroom building and renovate the existing dilapidated structures in public secondary schools in the study area.

Keywords: adequate, dilapidated, effects, formulated, implied, proffer.

Introduction

Every student's success is dependent on an accommodating, secure, challenging and academically robust learning environment. Therefore, teachers and school administrators should recognize the value of creating a positive environmental atmosphere. One of the most critical aspects of learning outcome is the ability to create a conducive and positive learning environment for students. Every student deserves to learn in an environment that is clean, safe, allows them to be fully engaged with the teacher and with each other, and adequately equip them with resources they need to enhance their learning. They deserve an environment that is physically and emotionally secured so that they can maximize every opportunity for learning.

In Nigeria, this is not the case, most students who attend public schools are subjected to challenging learning conditions due to lack of proper learning infrastructure, corruption, bad leadership, lack of or misappropriation of funding, and unqualified and demotivated teachers. Interestingly, the teacher is not the only one responsible for ensuring a conducive environment for learning; parents, school administrators, government, and other education stakeholders have a role to play to ensure that students get a well-grounded educational experience.

Ozigi (1987) and Musa'azi (1995) noted the following responsibilities that State Government, need to perform to ensure a conducive learning environment in schools:-

- They are in-charge of the day to day administration of education in the State.
- They are responsible for financing education in the State since they make their own budget allocation for education. In addition, grants made to State by Federal Government, State Government also gives subvention to schools through such grant, salaries are paid, buildings are constructed and equipment are purchased.
- They ensure quality control of education in the state. This is done by provision of adequate quality staff, infrastructure and teaching materials.

Musa'azi and Robinson (1994) Classified the work of the administrator at ensuring conducive learning environment as follows:

- i. **Planning:** e.g. mapping out programs, clarifying objectives of the school process.
- ii. **Coordinating:** the duty of an administrator to divide the work in to its component, and each component is placed under the responsibility of an individual among staff and students.
- iii. **Organizing:** the establishment of the formal structure of authority through which departments, division and subdivisions are arranged.
- iv. **Budgeting:** available financial resources at the disposal of the organization as provided by the government.

Thus, students need an enriching and flexible learning environment to actualize their potential to the fullest.

Public Schools in Nigeria

Most public schools in Nigeria are in deplorable conditions ranging from run-down buildings, inadequate classroom space, lack of health facilities, broken class furniture to lack of proper toilet facilities etc. In some public schools, students are subjected to sitting on the bare floor in poorly built or uncompleted makeshift classrooms while others learn under the shade of trees. Many public schools in Nigeria are substandard, lacking basic sanitary rooms, health facilities, and clean portable drinking water, classrooms, furniture, lack of electricity, and teaching equipment.

In some public secondary schools, teachers are expected to teach over 90 students, which is more than the recommended class size for one teacher; some students share desks and chairs. Learning resources are inadequate and insufficient, and libraries have limited books or outdated versions. Computers are either broken or non-existent in these schools, laboratories do not have the required equipment for practical's, and students are not able to put into practice what they are learning. Perhaps this is a result of lack of political will from the government. Although successive governments have introduced policies to improve education, this has not

translated to improved quality of education in public schools. Often, it may seem that many students are forced to attend these schools due to their social status and their parent's inability to afford private schools.

Some public-school teachers are not motivated or qualified for the role, and this is unfortunate because the teacher is an essential factor in ensuring a conducive and positive environment for a student. Teachers in public schools are often underpaid, which forces them to have other sources of income that can hamper their commitment to their teaching profession. A teacher's level of dedication is critical when providing a conducive environment for students. How a teacher interacts with students also contributes to their motivation to learn and the climate of the classroom. Research shows that students who tend to have confidence in their teachers perform well academically. How can a teacher create a positive environment in the classroom if they lack the motivation to teach and to inspire learning in their students? The classroom climate is vital in promoting a positive atmosphere. Students spend a great deal of their time in school; it can be a second home for students; therefore, it should be a conducive environment where effective teaching and learning can take place.

Theoretical Framework

The theoretical framework adopted is based on Scientific management theory which analyses and synthesizes workflows and improve labor productivity. Scientific management as a modern management began in the late 19th century. It is a philosophy that sought to increase productivity and makes the work easier by scientifically studying work method and establishing standards, it is about the relationship between people and work, not a technique or an efficiency device.

Scientific management also describe the system of industrial management and came to mean any system of organization that clearly spelled out the functions of individuals and groups. Taylor and other scientific management pioneers believed employees could be motivated by economic rewards, provided those rewards were related to individual performance. It is based on this theory that this research will be conducted.

Funding of Public Schools and School Administration

In every formal organization, funds serve as an important resource that is needed to manage the affairs of the organization. Yusuf (2010), Posits that once a staff is properly motivated and held in high esteem by management (school administrator) efficiency at the workspace would be guaranteed and this will in turn accelerate overall growth and development of the organization and the nation at large. According to Ayeni (2005), school principals often complained about teachers not willing to work because of delay in payment of their salaries. Babalola et al. (2016). cited that if the government will supply all the necessary facilities needed in the secondary schools then the issue of poor academic performances will be a history.

However, the issue remains one of the scarce resources that are in short supply among most organization including schools. Based on this situation, schools like all other organizations usually develop alternative means of securing adequate funds to manage their various activities. These funds can be generated either within or outside the school from both educational and non-educational services. Generating funds both within and outside the schools in this case applies to

the secondary school setting. The secondary schools generate it funds through the following:

- i. **Government:** Since government is one of the major sponsors of education in most countries of the world, funding is done through the preparation of annual budget for meeting the need of various sectors of the economy including education.
- ii. **School fees:** School fees have been identifies as one of the major sources that is needed to off-set administrative cost. Payment of school fees at a minimal level will provide part of the needed funds to manage the activities of the school system for increased efficiency.
- iii. **Private sector contributions:** In Nigeria, the contribution of private sector to national education is a resource that remains largely untapped. Private sector in the country usually has social corporate responsibilities of contributing to the development of their host communities. This implies that the provision of financial support to secondary education is one of the areas through which private sectors can fulfill their corporate social responsibilities.
- iv. **Parent Teachers Association (P.T.A):** The Parent Teachers Association (PTA) is another source of generating revenue for the administration of secondary school education. This association has been used to finance major project in school such as transportation, building classrooms, laboratories, libraries etc. Parent Teachers association usually meets to address the need of the school of their children or wards to support the administration of their children's school,

Consequences of Inadequate Funding on Secondary School Education

Some of the consequences of insufficient funding on the administration of secondary school education in Nigeria include:

- i. **Infrastructural decay:**
- ii. **Low level of academic performance:**
- iii. **Adequacy of classroom for effective learning**

However the studies on learning environment highlight few aspects. One is the physical arrangement, which can affect the behavior of both students and teachers and a well structure, conducive classroom tends to improved students' academic and behavioral outcomes. The next is the use and organization of the resources, which helps to become independent and confident learners, allocation of sufficient resources and its management is important to achieve the effectiveness of a subject, library and media resources, computer facilities. Support personnel should to adequate. Conducive learning environment must be blended with good management to achieve good academic performances to develop students cognitive and affective learning outcome.

Social Interaction Between Public, Schools Administration and Host Communities

Caldwell and Spinks (1998), including Strain (1990) pointed out that in the school administration both the school leaders and the host community must necessarily see themselves as a team working to ensure good conducive learning environment thus, school administration must be guided by certain idea. The school must be administered in such a way that all members of teaching and non-teaching staff function as a team. The head

teacher according to Musa'azi (1995), perform certain duties. The principal interprets policy and execute curriculum programmes.

Seifert and Kurtz (1983) as well as Lewis and Edington emphasized that principals needs to involve community members in recruiting and selecting teachers who fit their communities. Administrators who have a community oriented philosophy are more likely to have positive school community relation (Charlton 1983). For this reason, McBeath et al (1983a) claim that principals, particularly new ones, should participate in civic activities outside of the school.

Today's and tomorrow's administrators need to have skills for working effectively with the diverse communities in which all schools exist. Well-developed community relations skills are a necessary component in administrators' being responsive to the needs of students and other educators.

Studies since the early 1950s have shown that schools do not exist in a political vacuum; this opinion dictates that the school leader should see that an effective home-school partnership in the education process is developed. Thus the principal, or the person so designated by the principal, must mount strategies to establish good school-community relationship.

Burner (1981) lists the following ways to get the community to come to the school:

- i. By extending an invitation
- ii. By conducting career days
- iii. By allowing the school building to serve community activities
- iv. By recruiting community volunteers
- v. By making the back to school day exciting and productive

Learning environment in Adamawa state

The situation of school learning environment in Adamawa state is faced with so many challenges; it is obvious that the entire unattractive physical structure of the school buildings and compound would likely generate a negative attitude among learners to achieve academically. Hence, Ijeoma (2007), state that a conducive learning environment can have effect on both the attitude and achievement of students. She also observed that overcrowded classroom is now a permanent feature of academic setting in Adamawa state. Lynch (2010) observes that the number of learner in a class can range from multitude of 35 or forty (40) or even fifty or more learners packed into a learning situation. This is sad truth in Adamawa state classrooms especially in local government's area. However the environment in which learning takes place is very important as it is capable of either enhancing or impeding the learning capacities of students and that there appears to be a declining concern for the nature of the environment in which learning takes place.

Egim, (2003) posits that in Adamawa state, the school physical environment includes the buildings, classrooms, furniture and equipment, instructional materials, laboratories, libraries, play grounds and so on. Others are walls machinery, decorative objects and audiovisual equipment. Similarly, Mitchell (2008) states that the design and structure of the school environment forms the physical appearance of the school, which may attract parents and friends of the "educational institutions in their initial judgments about the quality of what goes on the school. They have effect on the perception and choice for learning experience observed by parents and students.

Moreover, in Adamawa state schools, it can be observed that nobody cares about the conducive

learning environment and the negative effect. This may have effects on student's achievement. It is common to see that school environments are poorly maintained with litters of papers strewn round the compound, dusty and unkempt classroom and windows. However it can be observed that most of the schools in Adamawa state, especially in Girei Local Government Area have the following deficiencies.

- i. Many schools, especially those in urban centers are located in Areas where there is a busy movement and activities of many individuals.
- ii. Many school have dilapidated buildings with leaking roofs and cracked walls.
- iii. Most of the schools, especially those in the urban areas are overcrowded with some classrooms as many as 70 to 100 students.
- iv. There is no electricity in majority of the schools.
- v. It is also observed that most the schools do not have adequate staffrooms and offices.
- vi. Most of the schools have no libraries and where they are available, there are scarcity of books in the shelves.
- vii. The laboratories equipment are not replace when damage and the available one are not adequately maintained.

This is the critical state of most secondary schools in the state.

Analysis and discussion

Based on the data collected from the respondent through the questionnaire which was administered to school administrators, teacher's, student and some members of community in Girei Local Government Area, the following analysis and discussions are made.

Release of funds

Table 1: Timing of release of funds

Timing of release of funds	Number of respondent	Percentage %
At exact time	0	0%
After the exact time	3	60%
Before the exact time	2	40%
Total	5	100%

Source: Field survey 2020

From the above table 60% of the respondent's indicate that government provides capital funds to the schools after the exact time. While 40% of the respondents indicate that government releases funds to the schools before the exact time. However when funds are not released at the exact time it affect the supply of materials like chalk, text books, water and upgrading of some infrastructures and facilities that aid teaching, thus affecting the learning outcome and the performance of the students.

Table 2: Adequacy of funding

Adequacy of funds release	Number of respondent	Percentage%
Adequate	0	0%
Inadequate	2	40%
Grossly inadequate	3	60%
Total	5	100%

Source *Field survey 2020*

From table 2 above 40% indicates that the funds release by the government is insufficient and not meeting up the demand of the school, while 60% indicate that the funds released by the government is totally insufficient. Therefore when the government increase funds allocated to the schools, it will help the administrators increase the availability of all facilities needed for the purpose of teaching, renovation of classrooms, hostels, increase number of qualified teachers and meeting up the demands of teacher -student ratio, increase the supply of chairs and desk and help in teachers motivation by paying their allowances as at when due and the increase in the supply of teaching aids to the school.

Adequacy of classrooms for effective learning

Plates 1-7 shows pictorial evidences of classrooms for effective learning across the five schools under study.



Plate 1: *Dilapidated Examination hall at Government Secondary School Girei.*

Plate 1 shows the level of dilapidation of the examination hall at Government Secondary School Girei with clear evidence of worn out and leaking roof.



Plate 2: *Uncompleted classroom at Government Day Secondary School Sangere.*

Plate 2 is an uncompleted classroom at Government Day Secondary School Sangere being used due to shortage of classrooms. This structure has no window and door fittings and even chairs and desks.



Plate 3: *Dilapidated classroom at Government Day Secondary School Vonuklang*

This picture is an evidence of the level of dilapidation of the class room at Government Day Secondary School Vonuklang with a clear indication of broken windows and damaged ceiling.



Plate 4 and 5: *Inadequate Furniture at Government Day Secondary School Sangere*

The picture shows a typical classroom with teacher and students, but the sitting arrangement of the class is not in order because of lack of enough chairs and desks. This pathetic situation indeed effect the student in concentrating and taking down their note as it is supposed to be.



Plate 6: *A Conducive Classroom at University Secondary School FUTY:*

Plate 6 shows a classroom at the University Secondary School FUTY that is well arranged with furniture, teacher and students. This indicates that the University Secondary School FUTY has adequate learning environment because of the availability of funds.



Plate 7: Overcrowded Classroom at Government Day Secondary School Jambi-Lamba:

Plate 7 shows a clear evidence of Overcrowded Classroom at Government Day Secondary School Jambi-Lamba , this shows that the class is over populated and the teacher cannot even go round the class for adequate supervision of effective learning in the class.

Existence of suitable platform for social interaction

Table 3: platform for social interaction

Platform for social interaction.	Respondent	Percentage%
Parent Teacher Association (PTA).	3	60%
Others	0	0
Use of PTA Donations by the schools	2	40%
Total	5	100%

Source: Field survey 2020

From the table above 60% of the respondent indicates that the schools have Parent Teachers Association PTA, 40% also indicate that the platform (PTA) has help the schools. This indicate that the PTA assists the schools by providing and paying contract teachers, supplying some teaching aids and donating writing materials, chairs, text books etc through the generated PTA levy. The Schools are helping the PTA to use these materials appropriately in training their wards in the various schools.

Conclusion

This research is aimed at identifying the effect of school administration at ensuring conducive learning environment in Girei Local Government. The research was conducted to find out whether there is conducive learning environment in the schools selected. From the available data analyzed, the researchers would rather support the obtained information which shows that there are no conducive learning environment in the schools situated in Girei Local Government. The finding revealed that government is not providing funds to the schools at the appropriate time. The finding also revealed that all the books in the school library are not updated because of inadequacy of funds. The nature of the school environment and classrooms are not conducive for learning, as a result, most of the teachers are not motivated which invariably affect the students' performance in the local government.

Recommendations

Based on the research conducted and analyzed, the following recommendations were outlined:

- Government and other education stakeholders should make concerted efforts to provide adequate classroom building and renovate the existing dilapidated structures in public secondary schools to ease congestion.
- Education stakeholders should endeavour to provide adequate class furniture (chairs and lockers or desk) in public schools.
- Small class population should be maintained in public secondary schools and the population of students admitted into public schools should depend on the available space and facilities.
- Adequate instructional materials should be made available in public secondary schools.
- Seminars, workshops and conferences organized by government and professional bodies to upgrade teacher intelligence.

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